



PAINLESS PEER REVIEWS

ADDING VALUE TO YOUR ASSESSMENT PROCESS

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STANDARD PROCESS

- All chairs and directors prepared presentation of assessment
- All chairs and directors present to three other chairs/directors
- Chairs/directors chose which presentations to attend
- No standardized rubric



STANDARD PROCESS RESULTS

- Took 4 hours for EACH chair/director every year
- No usable feedback
- No alignment of standards
- Done just to “check the box”

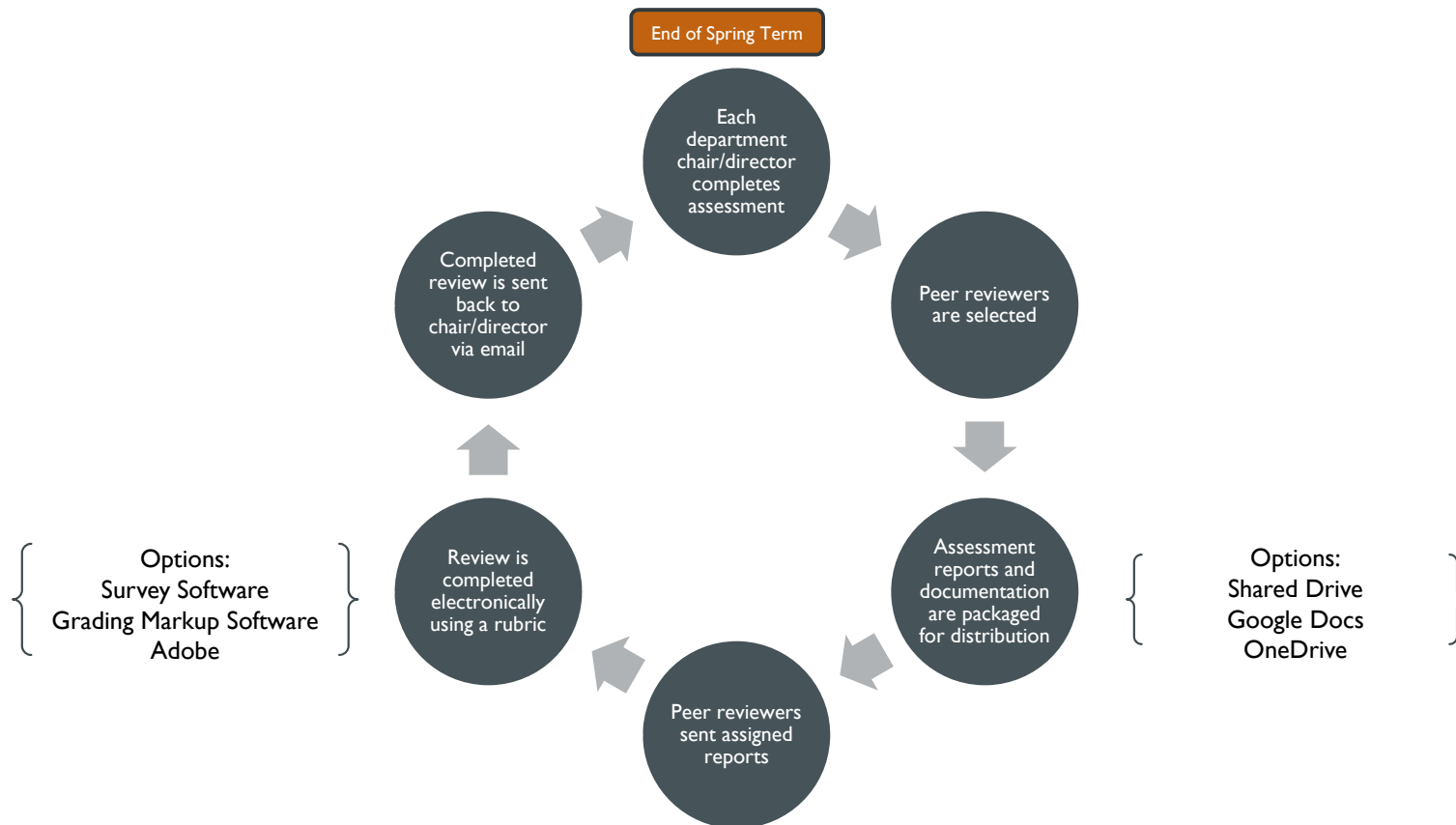


NEW PROCESS - 2019

- No presentations
- Anonymous reviews
- Limited reviewers
- Usable feedback
- Academic departments reviewed by academic reviewer
- Non-academic departments are reviewed by non-academic reviewer



NEW PROCESS



REVIEWERS

- First year: Who are your assessment champions?
- Second year and beyond: Keep your “core”, replace 50%-80%
- Track who reviews each department from year-to-year to avoid duplication
- Temple College: 60 departments/divisions, ~12 reviewers, 4-6 reports each
- Reviewers are invited by VP of Academic Affairs
- Faculty reviewers receive a stipend, staff reviewers receive a thank-you gift

RUBRIC - GOALS

* GOAL 1

Goals: Concise statements which align to the mission and/or values statements of Temple College.

Please review Goal 1 using the following rubric.

Exemplary

- Clear and concise
- Specific to the department/division/program
- Align with TC Mission and/or Values Statements
- A clear connection between the goal and the department/division/program can be made

Acceptable

- Clear and concise but a little too generalized
- Align with TC Mission and/or Values Statements

Developing

- Clear, but too detailed
- A connection between the goals and the department/division/program is NOT evident

Additional comments:

RUBRIC – OUTCOMES/OBJECTIVES

* GOAL 1

Outcomes/Objectives: Specific statements that articulate the knowledge, skills, and abilities students should gain or improve through engagement in the academic program or learning experience; for administrative units, outcomes describe the desired quality of key services.

Please review the outcome(s)/objective(s) for Goal 1 using the following rubric.

If this goal has more than one objective, please rate all objectives in this section and add comments in the comments section as needed.

Exemplary

- Observable and measurable
- Demonstrate a focus on improvement, not a standard completion of duties
- Reasonable number of outcomes identified
- Use of appropriate action verbs
- Aligned with at least one supported initiative (institutional priorities, etc.)
- Used action items to track action steps needed

Acceptable

- Observable and measurable
- It is unclear if the objective is an improvement or not
- Aligned with at least one supported initiative (institutional priorities, etc.)
- Appropriate, but language may be vague or need action verbs included

Developing

- May not be measurable
- Does not include appropriate action verbs
- Outcomes identified don't seem to indicate an improvement being sought
- Fails to note appropriate associations (to institutional priorities, etc.)

Additional comments:

RUBRIC – MEASURES

* GOAL 1

Measures: The variety of methods used to evaluate each outcome; the means of gathering data.

Please review the measure for Goal 1.

Note: "Methodology" was not required this cycle.

Exemplary

- One measure or measurement approach per outcome
- A "Source of Evidence" is indicated from the drop-down menu
- Instruments reflect good research methodology
- Purposeful - clear how results could be used for program improvement

Acceptable

- One measure or measurement approach per outcome
- A "Source of Evidence" is indicated from the drop-down menu
- Described with sufficient detail
- Methodology may need more thought
- No enough or no documentation attached

Developing

- Not all outcomes have associated measures
- Few or no direct measures used
- Methodology is questionable
- Instruments are vaguely described; may not be developed yet
- Course grades used as an assessment method

Additional comments:

RUBRIC – TARGETS

* GOAL 1

Targets: Result, target, benchmark, or value that will represent success at achieving a given outcome.

Please review the target(s) for Goal 1.

Note: Either a "Description" or "Target" were required, not both.

Exemplary

- Aligned with measures and outcomes
- Represent a reasonable level of success
- Specific and measurable (ie: a date, percentage, or other measure is stated)
- Meaningful - based on benchmarks, previous results, existing standards
- Evidence of "stretching" the department/division/program

Acceptable

- Aligned with measures and outcomes
- Target identified for each measure
- Specific and measurable (ie: a date, percentage, or other measure is stated)
- Some targets may seem arbitrary or lack meaning

Developing

- Targets have not been identified for every measure, or are not aligned with the measure
- Seems off-base or unreasonable (too low/high)
- Language is vague or subjective (e.g. "improve", "satisfactory") making it difficult to tell if met
- Aligned with assessment process rather than results (e.g. survey return rate, number of papers reviewed)

Additional comments:

RUBRIC – FINDINGS

* GOAL 1

Finding: A concise summary of the results gathered from a given assessment measure.

Please review the finding(s) for Goal 1.

Exemplary

- Complete, concise and well-organized.
- Appropriate data collection/analysis.
- Align with the language of the corresponding achievement target.
- Provide solid evidence that targets were met, partially met, or not met.
- Compares new findings to past trends, as appropriate.
- Supporting documentation (rubrics, surveys, more complete reports*, etc.) are included in the document repository.
- It is clear by the file names how each attached document supports the finding (note: you cannot open documentation)
- A status has been chosen in the drop-down menu (met, unmet, exceeded, not reported this period).

Acceptable

- Complete and organized.
- Align with the language of the corresponding achievement target.
- Address whether targets were met.
- May contain too much detail or stray slightly from intended data set.
- Contains some documentation but it may not be clear how it supports the finding.
- A status has been chosen in the drop-down menu (met, unmet, exceeded, not reported this period).

Developing

- Incomplete or too much information.
- Not clearly aligned with achievement targets.
- Questionable conclusion about whether targets were met, partially met, or not met.
- Questionable data collection/analysis; may "gloss over" data to arrive at conclusion.
- No documentation supporting the finding.

Additional Comments:

RUBRIC – ANALYSIS

* GOAL 1

Analysis: An in-depth statement explaining how the finding(s) affects students, faculty, staff, and/or the college.

Please review the analysis for Goal 1.

Note: "Improvement(s) Achieved" was not required in this cycle.

Exemplary

- Complete, concise and well-organized.
- More completely describes and explains the finding statement.
- Makes clear how the finding affects the students, faculty, the college, etc.
- "Closes the loop" and explains what the next steps will be (regardless of target status)
- If target is "unmet", it makes clear why and if the outcome/objective will be carried forward or abandoned in future cycles.
- An "Improvement Type" is selected from the drop-down menu, regardless of target status.

Acceptable

- Complete and organized.
- Aligns with the language of the corresponding target.
- Does not thoroughly explain how the finding affects the students, faculty, the college, etc.
- "Closes the loop" and explains what the next steps will be (regardless of target status)
- May contain too much detail or stray slightly from the stated target

Developing

- Incomplete or too much information.
- Not clearly aligned with achievement targets.
- Does not explain the affect on students, faculty, the college, etc.
- Does not close the loop

Additional Comments:

RUBRIC – DOCUMENTATION

* GOAL 1

Documentation: Artifacts supporting the finding of this goal. The "proof" of what occurred.

Please review the documentation for Goal 1.

Exemplary

- File is named appropriately for the goal and is easy to match with the goal
- Directly related to the finding(s)
- Clearly shows the outcome or conclusion expressed in the finding(s)
- Tells the story of the finding

Acceptable

- File name(s) are not detailed or are unclear
- Somewhat ambiguous
- Does not show a "conclusion" or tell a story

Needs Attention

- Does not appear to be related to the finding or the connection is unclear
- The finding and the documentation do not match or align with each other
- **Or** No documentation present

Additional Comments:

Please enter any additional comments or suggestions for the department/division regarding Goal 1 and its components. Comments should be constructive.

* Does this report have a second goal?

- Yes
 No

LESSONS

Positives Outcomes

- Faculty and staff were relieved to not participate in presentations
- Reviewers stated they learned from the process
- Feedback was more usable
- Set us up for Covid-19 protocols

Challenges

- Some questioned who the reviewers were
- Some reviewers didn't leave much feedback initially
- Takes time to package the assessment materials
- Can't fully gauge a reviewer's understanding of the assessment process

FINAL NOTES

- Encourage reviewers to leave CONSTRUCTIVE feedback
- Provide very explicit directions for reviewers, instruct them to use only the rubric when evaluating
- Rubric should guide the reviewer through the evaluation process
- Consider requiring written feedback as part of the review
- Choose reviewers carefully
- Review feedback before sending it back to the department/division
- Always keep the door open for questions or concerns from reviewers or reviewees